

**Week 1 Assignment: Analyzing Campus Need and Personal Vision**

**Overview**

In this course, you will conduct a data-driven comprehensive needs assessment, and use the information from your data analysis to develop an action plan for the purpose of improving student achievement. School administrators and site-based decision-making teams use the skills required in data-based decision making to improve student achievement, which culminates in improved school performance ratings.

In this week’s assignment, you will complete the first step in conducting a comprehensive needs assessment when you navigate the Texas Education Agency (TEA) Web site and locate and analyze Adequate Yearly Progress (AYP) data for a campus, preferably your own. You will use the campus you select for all parts of the assignment. You will also develop a statement of your personal vision of leadership.

**Rubric**

Use the following rubric to guide your work.

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| **Tasks** | **Accomplished** | **Proficient** | **Needs Improvement** | **Unacceptable** |
| **Week 1 Assignment: Analyzing Campus Need and Personal Vision** | | | | |
| **Part 1: Analyzing Campus Need**  **(ELCC 1.2 k-i, ii; s-i, 2.2 k-i, iv; 2.5 k-i, s-i, ii, iii, iv; 2.9 k-i, s-i, ii, iv)** | Successfully locates, summarizes, and elaborates Adequate Yearly Progress (AYP) findings from AYP Guide. Successfully compares standards to actual campus performance for each AYP applicable indicator. Evaluates each subgroup’s performance (strengths and weaknesses) by indicator. Composes three one-paragraph comparisons for each performance area.  **(10 points)** | Locates and lists campus areas of strength and weakness in AYP findings. Little elaboration in the summaries.  **(8 points)** | Summarizes indicator information from AYP Guide minimally. Lists areas of strength and weakness in AYP findings. No elaboration, no summarization.  **(7 points)** | Does not use applicable AYP indicators to compare standards to actual campus performance.  **(6-0 points)** |
| **Part 2: Analyzing Personal Vision**  **(ELCC 1.1 k-i, ii; s-i, ii; 1.3 k-i, ii, iii; s-i, ii)** | Answers all questions and cites information from Web sites; elaborates.  **(10 points)** | Answers all questions citing information from Web sites with minimal elaboration.  **(8 points)** | Answers three questions citing information from Web sites. No elaboration.  **(7 points)** | Does not submit assignment.  **(0 points)** |
| **Part 3: Personal Vision of Leadership**  **(ELCC 1.1 k-i, ii; s-i, ii ; 4.3 s-ii)** | Completes all statements and creates a one-sentence personal vision of leadership statement.  **(10 points)** | Completes five statements and creates a one-sentence personal vision of leadership statement.  **(8 points)** | Completes four or fewer statements and creates a one-sentence personal vision of leadership statement.  **(7 points)** | Does not create a one-sentence personal vision of leadership statement or assignment is not submitted.  **(0 points)** |
| **Mechanics** | Few errors in grammar, spelling, or punctuation.  **(5 points)** |  |  | Multiple errors in grammar, spelling or punctuation.  Responses lack clarity and depth.  **(0 points)** |

**Part 1: Analyzing Campus Need (ELCC 1.2 k-i., ii; s-i, 2.2 k-i, iv; 2.5 k-i, s-i, ii, iii, iv; 2.9 k-i, s-i, ii, iv)**

Knowledge of the Texas Education Agency’s database provides an emerging leader a foundation for decision-making. In Part 1 of the Analysis Assignment, you will examine campus data available on the TEA’s Web site and compare your campus data to the criteria for meeting Adequate Yearly Progress (AYP) standards.

Directions

1. Type the TEA Web address [*http://www.tea.state.tx.us/ayp/2009/guide.pdf*](http://www.tea.state.tx.us/ayp/2009/guide.pdf) in your Internet browser’s address bar to access the *2009 AYP Adequate Yearly Progress (AYP) Guide.*
2. Print out Page 22 of the *2009 AYP Manual*, “Exhibit 1: 2009 AYP Indicators,” and summarize the indicators used to determine a campus AYP rating.
3. Complete the following **Summary of AYP Indicators** table.

Summary of AYP Indicators

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| Reading/English Language Arts:  Performance Standard: 67% of the students enrolled for the full year counted as proficient or Performance Improvement/Safe Harbor: 10% decrease in percent not proficient or show any improvement on the graduation rate or attendance rate.  Participation Standard: 95% of students must participate on the testing date or Average Participation Rate: 95% participation based on combined 2007-08 and 2008-09 assessment data. |
| Mathematics:  Performance Standard: 58% of the students enrolled for the full year counted as proficient or Performance Improvement/Safe Harbor: 10% decrease in percent not proficient or show any improvement on the graduation rate or attendance rate.  Participation Standard: 95% of students must participate on the testing date or Average Participation Rate: 95% participation based on combined 2007-08 and 2008-09 assessment data. |
| Attendance Rate:  90% or any improvement in attendance for elementary, middle/junior high, combined elementary/secondary schools not offering Grade 12. |
| Graduation Rate:  70% or any improvement in graduation rate. |

**Directions**

* Type the TEA Web address [*http://www.tea.state.tx.us/ayp/index\_multi.html*](http://www.tea.state.tx.us/ayp/index_multi.html) in your Internet browser’s address bar to access your campus AYP report.
* On the left, click Campus Data Tables.
* On the Adequate Yearly Progress (AYP) Campus Data Tables screen, answer questions 1 and 2 to locate your campus report. Then click continue.
* Use the AYP data to complete the Campus AYP Data Table below. Record the data as follows: % meeting standard/participation rate.

*Note: The attendance rate and graduation rate will only have the first number: % meeting standard.*

* Compare the campus performance to the AYP indicators.

Campus AYP Data Table

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| --- | --- | --- | --- | --- | --- | --- | --- | --- |
| **Campus Name: Sundown H.S.** | | | | | | | | |
| **Campus AYP Status: Exemplary** | | | | | | | | |
| **Title I Improvement Requirement: None** | | | | | | | | |
|  | | | | | | | | |
| **Percent Meeting Standard/ Participation Rate** | | | | | | | | |
| **Performance Area (most current yr.)** | **All Students** | **African American** | **Hispanic** | **White** | **Econ. Disadv.** | **Sp. Education** | **LEP (Measure)** | **LEP Students** |
| **Reading/ ELA** | 99% | \* | 99% | 99% | 99% | \* | \* | n/a |
| **Mathematics** | 94% | \* | 87% | 99% | 78% | \* | \* | n/a |
| **Attendance Rate** | n/a | n/a | n/a | n/a | n/a | n/a | n/a | n/a |
| **Graduation Rate** | 100% | \* | 100% | 100% | 100% | 100% |  | - |

Comparison of Campus AYP Data to AYP Standards

In the table below, compose a one paragraph comparison for each performance area that is applicable at your campus. Evaluate each subgroup’s performance and areas of strength and weakness as identified by the indicators.

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| Reading/English Language Arts:  In the area of Reading/ELA, Sundown High School had a score of 99% for all students, including all subgroups. Data was not available for African-American, Special Education, LEP(Measure) and LEP Students. Sundown rated high in all categories. Sundown’s strength is evident in the numbers. The numbers indicate that there is very little weakness in Reading/English Language Arts. With a rating of 99% of students meeting the AYP proficiency rate, there is little room for improvement. |
| Mathematics:  In the area of Mathematics, Sundown excelled but not to the level of Reading/ELA. 94% of all students met the standard where the AYP target was 58%. Whites scored the highest at 99%, followed by Hispanics at 87% and Economically Disadvantaged at 78%. There is no data on African-American, and LEP students. Mathematics is a strength for Sundown, but there is room for improvement. Scores for white students show the most strength and left very little room for improvement. Hispanics and Economically Disadvantaged students show to be the weakness. These scores are high in comparison to the AYP Target of 58%, but this does seem to be an area that needs improvement. |
| Attendance Rate: There is no data on attendance. |
| Graduation Rate: The graduation rate in both 2007 and 2008 was at 100% for all students and all subgroups. No data was available for 2009. The AYP target rate is 70%. Sundown had a graduation rate of 100% leaving no room for improvement. |

**Part 2: Analyzing Personal Vision (ELCC 1.1 k-i, ii; s-i, ii; 1.3 k-i, ii, iii; s-i, ii)**

All visioning entails development of core beliefs, whether you are developing a personal leadership vision or a campus vision. In Part 2 of the Analysis Assignment, you will investigate resources for creating a vision and then compose a personal vision of leadership by completing a series of statement stems.

Directions

1. In preparation for composing your own “personal” leadership vision, access and review the following Web sites:
   * [*http://www.ncrel.org/sdrs/areas/issues/educatrs/leadrshp/le100.htm*](http://www.ncrel.org/sdrs/areas/issues/educatrs/leadrshp/le100.htm)
   * [*http://www.leading-learning.co.nz/creating-vision.html*](http://www.leading-learning.co.nz/creating-vision.html)
   * [*http://resources.sai-iowa.org/si/desiredfuture/vision.html*](http://resources.sai-iowa.org/si/desiredfuture/vision.html)

To access the Web sites, type the address into your Internet browser’s address bar, or access them in Resources: Helpful Web sites.

1. Using the information from the Web sites, answer the following questions:

What is vision? What are the components of a shared vision?

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| “A vision means an image of what the school can and should become. It is deeply embedded in values, hopes, and dreams.” (<http://www.ncrel.org/sdrs/areas/issues/educatrs/leadrshp/le100.htm>) A school must analyze and evaluate closely where it currently is and set goals of where it desires to be in the future. This includes students, administration, faculty, paraprofessionals, and parents. The vision should not be limited to academic achievement, but should also include social and personal achievement as well. Life lessons and values should be considered in the shared vision.  The components of a shared vision:   * A vision features a compelling picture or image of what the school can become in the future. * A vision is feasible and attainable. * A vision is connected to and articulates deeper values and hopes for the future. * A vision needs to be translated into actions and plans that can be and are implemented. * A vision will die if not regularly communicated. “Putting a mission statement into a drawer will achieve nothing and might be counterproductive.” <http://www.ncrel.org/sdrs/areas/issues/educatrs/leadrshp/le1comps.htm>) |

What are the steps in developing, articulating, and implementing a shared vision? How does your campus articulate its vision?

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| First, you must have a good understanding of where your school stands at the present. You must have a good understanding of the culture of the school and community. Once this is established, communication is the key. Proper communication must be established between, administration, faculty, and parents. The key word here is “shared”. The vision must be shared between all involved parties. There should be a team concept, where everyone involved has a say. A vision cannot be forced or shoved down the throats of faculty and parents by the administration. If this is done, it is no longer a “shared vision”. Once the “team” concept is developed and a sense of collaboration is established, then a path for success can be developed. When teachers take ownership in the vision and apply it to their classrooms and articulate it to the parents, it is like a wall being built a brick at a time. When all administrators, faculty, and parents work on a common, shared vision, success is almost guaranteed.  Sundown articulates its vision by communicating it not only to the faculty, but to the community as well. Our motto is: “Excellence-Whatever it Takes.” There is a strong sense of teamwork among administration, faculty, and parents. A great deal of freedom is given to teachers on how they achieve success in their classrooms, and the administration has an open door policy for communication between parents, administration and faculty. “Lastly, always keep the community involved and informed on what is taking place. It will be easier to facilitate change when you have the entire faculty and community buying into what direction the school is trying to go”. (<http://www.ncrel.org/sdrs/areas/issues/educatrs/leadrshp/le1fulla.htm>)  In my opinion, Sundown has established a good basis for implementing a shared vision for success. |

How can you use what you learned at these Web sites to help you articulate your personal vision of leadership?

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| The suggested questions to ask yourself from the website <http://resources.sai-iowa.org/si/desiredfuture/vision.html> was the most helpful in articulating a personal vision of leadership for my school. The questions help me focus on the specifics such as “What words do you want people to use when they describe you as a leader?.” Using these questions helped create, not only a personal vision, but a vision for the school. |

With regard to the campus improvement process, why do you think it is important for the principal to have a personal vision of leadership?

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| This seems like a “no-brainer”. If the principal does not have a personal vision of leadership, I don’t see how it is possible to achieve campus improvement. In order for campus improvement to occur, the leadership(the principal) must initiate the vision. The principal must be the catalyst for initiating campus improvement. The principal can establish a team environment and make the others feel as though they are major contributors, but bottom line is…the principal is the responsible party. Others will always look to his/her leadership. |

Part 3: Personal Vision of Leadership (ELCC 1.1 k-i, ii; s-i, ii ; 4.3 s-ii)

In the table below, complete the core belief statements to gather your ideas about schools and leadership. Use the ideas to create a one-sentence personal leadership vision statement in the last section of the table.

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| Schools should teach…not only academics but also character and good work ethics. |
| A good school is one that…provides a safe and effective learning environment, and prepares students to be academically, socially, and morally successful after leaving school. |
| An effective classroom is one in which…all students are engaged and learning. |
| A good principal is one who…leads by example and always puts the student’s best interest first. |
| An effective school faculty is one that…respects their leadership and works together for the common good of all students. |
| A quality instructional program includes…high expectations for all students, shared vision for success that is shared between, administration, faculty, parents, and students. |
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| Personal Vision of Leadership (one sentence): A leader leads by example, truly cares for the wellbeing of all students and teachers, and provides needed support to help all achieve success. |

**E-portfolio assignment:**

**Complete “I-001 Vision and Campus Culture” Course-Embedded Internship Log 2.**

Continue to complete and post Campus-supervised reflection logs in the e-portfolio. All course-embedded and campus-supervised logs must be completed by your 11th course in the program prior to the EDLD 5398 Internship course.